

SAFETY

MARCH 1966

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



THE SAFETY CHAPTER FOR CHILDREN AND YOUTH
See Pages 19-21 and Editor's Notebook

EDITOR'S NOTEBOOK . . .

Our cover picture was made at Lincoln School, Highland Park, Illinois, last spring, in a moment when Principal Stanley McKee turned from pressing duties to give full attention to a query from one of his youngest charges. We think you will agree with us that no picture could better portray the day-by-day responsibilities toward their students which are so freely accepted by all educational leaders . . . unless it is the group of pictures on page 19. For these pictures show scenes at the National Safety Congress last October, when 35 boys and girls from the Andrew Cooke School of Waukegan, Illinois, dramatically presented the new Safety Charter for Children and Youth.

Since last October the Charter has received the approval of all the organizations which had joined in its development. This month, beginning on page 19 of this issue, and simultaneously in journals of other sponsoring organizations, the approved charter receives its first publication. Throughout the month the charter will be further publicized, in official journals of many organizations throughout the country which are similarly interested in American youngsters everywhere.

We hope that, wherever you see the Charter in the weeks and months ahead, you will give this document your full attention and support . . . that, just as the delegates at the Congress last October, you will rise spontaneously to answer these young people with your personal pledge to do all within your power to meet the needs of children and youth.

For help in that task, day to day, we recommend you to the experiences of safety educators throughout the country, as reflected in the feature articles in this issue of SAFETY EDUCATION and in still others slated for the months ahead. Each of these articles has been selected for publication because it brings you the tested ideas of one or more educators working for the continued security of children and youth in some local community . . . ideas with an immediate application for the problems in your home town.

This month, for example, we bring you:

► Principles, to answer the problem of "To and From School . . . how much protection, how much education" . . . as evolved from discussion of educators and traffic authorities meeting in joint sessions of the National Safety Congress during both 1954 and 1955 . . .

► Facts on how members of student safety councils and city departments cooperate for more effective safety education in three sections of our country . . .

► Decisions made by high school students after group discussion of whether or not they and their fellows should be allowed to drive school buses. And much more. If, from all these, you pick up one idea with application to your own safety education program, we will consider this a successful issue . . . one which has done its part in furthering the expanding and important effort to meet the continuing safety needs of all children and youth.

Alice M. Robison

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Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 7 Section One

Alice M. Robison, Editor
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CONTENTS for MARCH, 1956

Of Interest To All

Take-Home For Safety —Mrs. Gerald Budgett	4
For More Effective Safety Education —Forum-in-print	6
Keep the Patrol Trained —Elmer J. Chapman	12
Playground Apparatus —Safety Education Data Sheet No. 69	13
A Safety Charter For Children and Youth	19
Bulletins—Awards and Institutes	36
Views and Reviews	38

Of Specific Interest

<i>Elementary</i>	
To and From School . . . how much education? . . . how much protection?	2
Start Them Young —Victor E. Leonard	24
Kindergarten Safety Lesson	26
Elementary Safety Lessons	27
<i>Secondary</i>	
The Students Answer —Phil Stone III	8
Interpreting Attitude Scales —Richard Kaywood, Ed.D.	21
Secondary Safety Lessons	31
<i>College and University</i>	
Third National Campus Safety Conference At M.I.T.	22

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EDUCATORS and traffic authorities meeting in joint session during both the 1954 and 1955 National Safety Congresses participated in group discussion on traffic problems of young people going to and coming from school. Mainly these representatives wanted to decide: how much protection should be afforded the youngsters, how much must they be educated to protect themselves?

Represented in the two-year project were the U.S. Office of Education, the American Automobile Association, the Association of Casualty and Surety Companies, the Institute of Traffic Engineers, the National Association of Independent Insurers, the National Association of

how much protection?

To And From School



how much education?



Automotive Mutual Insurance Companies, the National Commission on Safety Education of the NEA, the U.S. Bureau of Public Roads, the International Association of Chiefs of Police, and the National Congress of Parents and Teachers.

As a result of general discussion during the 1954 sessions, those meeting in 1955 made an effort to agree upon some principles to assist educators, engineers and police in solving the to and from school traffic problems. The 1955 group accepted the principles at right as reported by discussion leader J. Stannard Baker, Dir. of Research, Traffic Institute, Northwestern University, Evanston, Ill.

Providing Gaps in Traffic

1. Where natural gaps in vehicular traffic are not great enough or frequent enough to permit groups of children to cross streets in a safe and orderly manner on the way to and from school, traffic authorities should take steps to provide such gaps or some other means of crossing the street, such as overpasses.

2. The need for providing such gaps should be judged on the basis of objective studies of vehicle and pedestrian traffic volumes with recognition of established warrants for this purpose. Priorities should be given to locations involving greatest potential conflict between crossing children and passing vehicular traffic.

3. Children should be required to go a reasonable distance (for example one-eighth mile) to utilize crossings where existing gaps are adequate, rather than expecting traffic authorities to establish special gaps at additional locations.

4. School authorities and traffic authorities should cooperate in selecting routes for children going to and from school which will subject the children to minimum potential risks and require minimum outlay for creating special gaps in traffic for them. Schools should, at the beginning of each school year, instruct children carefully in the use of these routes, inform parents of the safest routes and persuade parents to cooperate fully in getting children to use them.

5. School safety patrols should not be permitted to direct traffic for the purpose of creating special gaps. Special crossing guards should be permitted to do so only when individually authorized by the police department after being qualified with respect to physical ability, character and suitable training.

Educational Functions of Persons Supervising School Crossings.

1. No person assigned to supervise children at a school crossing or to create special gaps in vehicular traffic at such places should encourage or permit children to cross in any manner which would be an undesirable practice at any unsupervised crossing.

2. In addition to directing vehicle traffic to create gaps for children and indicating to children when to use gaps, police and other adult crossing guards should encourage children to behave as they have been instructed to in using the streets especially in crossing. They should do this by continually reminding the children of proper behavior through such admonitions as,

"Walk, don't run," and "Now, look to the right." If necessary the child should be restrained.

If, by chance, the adult assigned to the crossing does not know what practices have been taught the children, he should limit his activity to directing traffic until he has become familiar with the details of the school program for developing safe traffic habits in children.

3. School authorities should undertake systematically, usually in classes, to see that every child understands exactly what behavior is expected of him on the streets, not only in going to and from school but also at other times and places.

4. Police departments should instruct officers assigned to school crossing duty and other adult crossing guards not only in methods of directing traffic, but also in methods recommended by school authorities to develop in children proper habits of street use so that they may help on the street in giving children the necessary practice. Representatives of schools may be invited by the police to assist in such instruction.

Police and other adults assigned to school crossings should visit the school to determine exactly what is being taught the children there about use of streets, and how school safety patrols are being instructed to operate. If instruction is given in classes, these classes should be visited by the adults assigned to crossings at these schools. Schools may invite such crossing guards or other police representatives to assist in such instruction.

Instruction of adults assigned to school crossings should be a police responsibility; instruction of children in crossing should be a school responsibility.

5. Adults assigned to school crossings and school safety patrols should not relieve children of all responsibility in crossing streets by leading them across by the hand, or herding them into regimented groups. Overprotection retards development in the child of safety habits and responsibility for his own safety. It may keep him out of trouble at the school crossing, but it will not prepare him to meet crossing situations effectively elsewhere.

6. The objective of both the school training program and the supervision of the child in crossing streets should be the same: to develop in the child at the *earliest possible age* the ability to take care of himself and the feeling of responsibility for doing so that will protect him not only at school crossings but wherever he goes throughout the rest of his life. •



Take — Home For Safety



In Sioux Falls, a first attempt to obtain information on home accidents enlisted the aid of students in all city schools. The result: facts for classroom use.

By Mrs. Gerald Budgett
Chairman, Home Safety Committee
Sioux Falls Safety Council
Sioux Falls, South Dakota

WITH a future home accident prevention campaign in mind, this committee of the Sioux Falls Safety Council recently drew up a home safety inspection—non-fatal accident survey sheet. In the planning stages at the campaign, we faced a problem: how could we get this survey sheet into as many city homes as possible . . . with assurance that it would be filled out and returned?

At that point we turned to women's organizations of the city and to our city schools . . . to

the superintendent of the public schools and the director of Catholic schools throughout Sioux Falls. Within a short time plans were made. Our forms would be distributed throughout the schools of the city, to be carried home by students, filled in, and returned to classrooms by the young people.

To increase the probable results from such a survey, when our forms were printed we devoted the inside cover to a message to parents or guardians from the superintendent of schools and director of curriculum. Said this message:

"Every day many people are killed and many others injured in home accidents. Some of these could be your friends, neighbors or your own family.

"What can we do? Begin now, in our own homes where there is a job for everyone. One way is to take the checklist [beginning on the next page] and with your children inspect your house or apartment thoroughly, and the family's habits for the hazards suggested. Get rid of these dangers and any others you may find.

"When the inspection is over and all ques-

tions have been answered, have your children return [the survey] to school. **DO NOT SIGN IT.** In this way you will help us to learn, without identifying yourself or family, which hazards are most common in the community and need stressing in classroom safety lessons.

"Thank you for joining your neighbors and schools in trying to make ours a safer city in which to live."

The questionnaire which followed covered two pages. The first page was devoted to home

Most of the home accidents in Sioux Falls were in the kitchen, the survey described on these pages discovered. But there were accidents to youngsters in the out-of-doors as well . . . and a special section of the survey directed to youngsters asked questions pointing out the hazards shown below.



safety questions. Of the 29 asked, 24 questions were directed to parents; the last five were specifically listed as "for children to answer." The kitchen, bathroom, bedroom, general living areas, stairs, and yard all received special attention; parents had only to check "yes" or "no" in order to complete this part of the form.

Second page of the questionnaire asked for information on accidents happening in the home during the past year . . . including cuts, burns, falls, sprains, scalds, gunshot wounds, poisonings and the like. Specific questions regarding each accident covered age and sex of person injured, time of day it occurred, the part of the home or yard in which the accident happened, the part of body injured, how the accident happened, how it could have been prevented. A final question asked if a member of the family had ever died as a result of an accident in the home and, in that event, asked for an explanation of how the accident occurred.

Of the 8000 forms so distributed, 3,635 were

returned completed. The tabulation which followed revealed that:

- ▶ More Sioux Falls people were injured by falls than from any other cause.
- ▶ Children between the ages of one and 10 received more injuries than any other ages.
- ▶ The falls of all ages were caused by: tripping over objects on the floor, stairs and scatter rugs, and slippery floors, in that order.
- ▶ Cuts were rated the second greatest in number of home injuries and knives accounted for most of them.
- ▶ Burns were third highest among injuries, with most of them occurring during cooking or ironing.
- ▶ The hands, arms, and legs were the parts of the body most often injured, in that order.
- ▶ Most accidents occurred in the afternoon.
- ▶ The kitchen was the most dangerous room in the house.
- ▶ Girls received more injuries than boys.

(It should be noted that the information this survey obtained on non-fatal home accidents differs on several points from statistics on fatal home accidents.)

We next drew up a fact sheet incorporating this information and sent it to schools for use by classroom teachers. The fact sheet was also distributed to women's organizations for use as program material. As of now the committee feels that this first attempt to obtain information on home accidents in our community has proved quite worth while; we hope that as teachers put this material to work in the schools the survey will prove even more beneficial to the community.

This is not the first time that the safety council and schools have cooperated in community safety projects. Other activities which have seen students or school people working with council members have included:

- ▶ home safety posters made by a local college art student and displayed in store windows during house cleaning time . . . with the store cooperating by showing safe cleaning equipment and supplies . . . and

- ▶ instruction in home safety and first aid for a class of 60 baby sitters. Instruction was by a member of our committee; the YWCA made the arrangements.

With these and other programs carried on around the calendar, the home safety committee and the entire safety council feel that Sioux Falls is on the way to reducing the number of needless accidents which plague our homes●

We asked: Does the student safety council in your school have direct contact with city police and fire departments in furthering its safety program? If so, how is this contact carried on and do you feel it is effective?

The answers came from California, Minnesota and Virginia . . . and showed a remarkable similarity of cooperation and collaboration between students and outside agencies across the country.



RALPH B. DUTTON

*Supervisor of Safety
Augusta County School Board
Staunton, Virginia*

Augusta County, with an area of approximately 1000 square miles, is located in the heart of the Shenandoah Valley. H. K. Caldwell is Division Superintendent of 23 country schools, with an enrollment of over 8000 students. And over 90 per cent of these are transported by school buses.

In most of the schools the boys and girls of the safety patrol and the student bus drivers make up the student safety council. The state

police, the sheriff and his deputies, the national, state, and county game and forest wardens, and the volunteer fire department . . . all of these work directly with students in seeing that they receive the proper information as to their duties and as to how rules and regulations can best be administered to improve the safety of the community.

The state police have shown safety films and given talks to the student safety councils, in some cases to entire student bodies. They have been helpful in getting signs erected along highways to warn motorists they are approaching a school zone. The volunteer fire departments

e Effective Safety Education

have distributed posters and safety literature among the school children of Augusta County; they have also given talks and demonstrations to student groups. Similar services are provided by the game and forest wardens.

Are these services effective? I feel that they are very helpful; in the schools where these different organizations have done work, better programs of safety are being carried out●

MARIE E. TRAUFLER

*Consultant in Field Trips
and Safety Education
Minneapolis, Minn., Public Schools*

Our public schools work very closely with the police and fire departments of the city. Both agencies have assigned certain personnel whose main responsibility is the overall coordination of the work of their departments with an effective safety education program in the schools. In each case the person assigned works with the consultant in safety education and with the safety committee of the schools in planning the content of the safety education curriculum. A representative from each group is a member of the school health council, which is made up of representatives from the various departments in the school and community which work on health and safety programs.

Four police officers are assigned to this work; each works in a particular area of the city. Each officer speaks at school assemblies, acts as resource person to assist in classroom consideration of various units on traffic safety. He is available for conferences with principals and student safety councils of each school in his district. He trains the school patrols in that area and assists the teacher-advisers in carrying on their school patrol activity. Once a month all four officers meet for a half-day with the consultant in safety education, considering problems which have arisen in the separate districts and discussing overall school programs and traffic safety. Late each August all four officers participate in pre-school training programs for future patrol members.

The fire department also has four members assigned to school safety, with the city divided, again, into four districts with one man assigned to each district. The fireman in a district works

with the teachers in inaugurating and conducting a junior fire department in the fifth grade. He speaks to entire school groups on fire prevention. He works with principals and school safety councils in setting up fire drills and other prevention activities in the school. He assists with school inspections and is available for conferences on any program relating to fire safety in the school or community. The four firemen also meet with the consultant in safety a half-day each month to go over problems.

The Minneapolis schools are fortunate in that both the fire and police departments are receptive to school programs and cooperative in every respect. Moreover, the men assigned to specific districts understand individual school problems and are available at all times to work with teacher-committees in planning programs. And students in the various districts know and respect these representatives of the city fire and police departments; in many cases they seem to consider them a part of the school faculty for safety education●

LOIS ESTERBROOK

*Coordinator of Safety Education
Los Angeles, Cal., City Schools*

Our local city police and fire departments have a very close relationship with our school safety program. Both public agencies are most cooperative in strengthening and implementing our safety education. For example:

► In the event our children wish a fireman or policeman for a safety program, they may obtain a speaker through the faculty safety chairman.

► The Junior Fire Prevention program is well established and the chairman of this committee works closely with the faculty safety chairman.

► Our elementary school traffic safety demonstration is conducted by the Los Angeles City Schools in cooperation with the Los Angeles Police Department.

► A police officer visits the driver education class during each semester.

► Our fire department presents an excellent demonstration on home fire prevention for our safety education classes, PTA and adult groups●

should high school students drive school buses?



More than 138,000 buses are engaged in transporting nearly 8,500,000 pupils to the schools of the nation today, according to the 1954 Annual Inventory of Traffic Activities.

This means that about 29 per cent of all students enrolled in public elementary and secondary schools are now transported to school in buses owned or contracted for by boards of education.

It also means that many a school administrator is currently faced with the problem of finding the safest possible drivers for those buses at the lowest possible cost.

In some states the problem has been met by training high school juniors and seniors for this job. For example, two states (which make no special provisions for school buses) allow 15-year olds to drive; nine states permit those 16 and older to drive school buses; five allow 17-year-olds to drive buses and 14 states employ drivers when they reach 18. Recently in Illinois an attempt was made to find out how high school juniors and seniors might feel about this matter themselves; the results of that survey are reported on these pages. The survey was part of a research project supported by funds supplied by the Social Science Research Council in Washington, D. C.; the work was done at the University of Chicago.

By Phil Stone III
Department of Psychology
University of Chicago

THE growing practice of having high school juniors and seniors drive school buses has brought many school administrators face to face with the question of whether to install such a plan in their school as an economy measure.

On one hand, the administrator sees the excellent reports coming from North Carolina and other places where the plan is already in effect. On the other hand he has to consider the problem of the parents who will object to any plan that might involve additional risk to their children's lives.

An important factor in deciding such a question is the attitude of the students themselves. Although their opinions are perhaps not crucial in deciding whether a plan will be installed, their attitude is essential to the success of the program. Thus, the reaction of the students themselves to any plan in which they will be driving school buses is important to consider in planning a course of action.

If a school administrator thinks his students will support such a plan as a method by which they can prove themselves as teen-agers, his course of action will probably be different from that of the school administrator who thinks his students will regard the plan as a new way of having fun.

The Students Answer

We Ask the Students

In order to find out what such reactions would be, we took a survey of 16 groups (totaling 312 students) in northern Illinois. Bus drivers under the age of 21 are not used in that state. Most of the groups were high school driver education classes; some were civics and history classes. Virtually all the students were completely unfamiliar with the idea of students driving school buses.

The method of our survey differs rather radically from the customary opinion poll. Because we feel our method does have wide-spread application in the educational field, we will digress a bit to explain it.

Basically, the method consists of using group decision rather than individual decisions as an index of how people feel about the issue under consideration. The rationale here is that if a person is simply asked to give an opinion on a new issue, it is likely to be off the cuff and have little relation to the person's opinion were he to consider the issue carefully. The remedy for this is to have a group discuss the question in an endeavor to come to a group decision.

The results of the private (Australian) ballot at the end of such a discussion can be considered a more accurate index of what the opinion would be were there action upon the issue. The purpose of the discussion, then, is to give the people a chance to consider the problem and talk it over with others . . . a process which essentially resembles what would happen were

the issue actually to come up.

The actual procedure of such a survey is as follows:

► Each group used should have some previous activity together . . . such as being a class. The group members should be seated so they can all see one another. The discussion is handled by a person who is not what might be considered an "authority." In addition, there is no "important" audience. If there is, the group is likely to present an answer that they think the most important person or authority would like to hear. In this case, it meant that the discussions were not conducted in the presence of a Safety Council member or the teacher of the class.

► The problem is presented as a general one . . . in this case: "Should the state law be changed so that high school juniors and seniors can drive the school buses at their school?" The group is then given relevant factual information; here they were told about the situation in North Carolina. It is important that the group feels it knows enough about the problem to handle it before the discussion starts. If they do not feel adequate to handle the problem, they will not discuss it, but only ask questions.

► The nature of the leadership is very important. The leader should help the group by facilitating the discussion. He does not give any sign of favoring any particular answers. He should be democratic in letting people speak so that the minority gets the chance to be heard. He does not criticize anyone and protects the group members from criticism by others. He does not slight anyone's contribution. He helps group members make their contributions complete by asking probing questions. He avoids lags in the discussion by asking group members what they think, but on the other hand, he does not interrogate. And, finally, he helps the group come toward a solution by asking for suggestions on how a compromise can be made between the various viewpoints expressed. We have found that with a little experience, a leader that uses these principles can develop very worthwhile discussions.

And the Students Answer

In general, the students indicated to us that they were very cautious about advocating the idea of students driving school buses. Although groups were rarely ever unanimous, virtually all the groups were against the idea before discussion. By the end of the discussions, about two-thirds of the groups advocated the idea, but only after qualifying it in detail.

The Students Answer, *continued*

It should be realized that each group made its decision in the light of the situation at its own school. One group realized the importance of this very directly by coming to the conclusion that the state law be changed so that the question will be decided separately in each community. We noticed the difference between localities in that the classes we used from one high school would tend to give us the same answer, while the answers from classes of different high schools would differ widely.

Those groups that advocated student drivers differed widely in some of their qualifications; however, most of them included these three aspects: training, tests, and personal recommendations. The following examines these in detail:

► To acquire the ability to drive the bus, students would take a course similar to present driver education courses, only more intensive.

► Before the students could drive the buses, they would have to prove good health, demonstrate the ability to drive a bus, and present recommendations from their school. Some groups were emphatic that the decision as to who should drive should be made by a member of the police force or a special committee from the state and not by the local school. It was also emphasized that in addition to written tests the students should be tested on the road under normal school bus operating conditions.

► Obtaining adequate personal recommendations was the thorniest problem. Altogether, the groups recognized five possible sources: the school board, the classmates, the faculty, the other students in the special training course, and the teacher of the training course. The school board was always eliminated as undesirable for this task because of its remoteness from the students.

Some students advocated having a class vote as to who should drive, but many others feared this would degenerate into a popularity contest. Having a student committee to decide on whom to recommend was preferred to a class vote, but was still never used for more than a small portion of a recommendation scheme.

The faculty was generally not seen as the perfect source of recommendations. Contrary to those who said the same people who fool around in school would fool around on the bus, there were often complaints that the faculty

would not tend to judge on the basis of the aspects that would most be most important for driving and that the faculty could not adequately judge on "out of school" behavior. Furthermore, a few students objected because a student might be unfairly disqualified from driving because one of his teachers carried an "un-earned grudge" against him. However, since most groups could not think of a better recommending power than the faculty, it was usually concluded that the faculty should be the main source of recommendations.

Those who advocated recommendations coming from students in the driver education classes argued that these students would know best the demands of the job and who best could fill them. In the groups where this was thought of, it was usually accepted and combined with the idea



High school groups that, after discussion, advocated student school bus drivers agreed on three major qualifications for them: training, tests, and personal recommendations. At right, a would-be student driver in South Carolina takes such a skill test.

that the teacher of the training course would have some power of recommendation. In general, the problem of recommendation was often felt to be similar to the problem of deciding such things as who should be in honor study halls.

Altogether, the students tended to put forth five major objections to the idea of students driving school buses. In order to convey a clearer picture of their arguments, we will quote some of the better expressed comments from our tape recordings of the discussions.

► The strongest and most common objection was that "high school juniors and seniors have simply not had the experience to learn how to

drive and it is worth the extra money . . . to get competent drivers." Another student put it: "I don't think the junior and senior would have the presence of mind. Maybe there wouldn't be any accidents, but I think the chances would be greater." Some of the groups thought that the lack of experience could perhaps be made up for through an extensive training course; but, even so, the lack of experience caused some hesitation in every group.

► The second major objection was that all drivers would not be sufficiently responsible. As one student put it: "you have just got to figure that in every bunch there will be someone who wants to rod around." There is difficulty in detecting these people, for: "you can find a lot of people around who are really expert at handling a car and . . . know the rules of the road and . . . what to do in any situation. Yet, when you give them a car, they will go out and drag all night and I don't think that they are capable of . . . competent . . . and I don't think they should be trusted in driving kids to school."

This discussion led some groups to conclude that someday a sure-proof method of singling out the responsible student may be invented, but until then, it would be taking too much of a

students would not be able to handle the riders. "I don't think that students would have the authority to make them sit down, or, if they were making a lot of racket, to throw them off." "A person on a bus can take more advantage of someone younger than they can of someone older." Besides the fact that the student driver would not get the necessary respect, it was felt he would be too easily distracted. "If you were a high school student driving a bus and you had high school students in it, then the topic of conversation would be mostly things they knew about and (would be) interested in and it would be very likely . . . that he would become interested in what's going on behind him instead of what's going on in front of him."

► The fourth objection, although heard from only a minority of the groups, was that not enough people would volunteer. "My first reaction would be, well gee, I could use the money. But could I drive a bus with a bunch of kids yelling and screaming in the back? What if something happened?" Besides being afraid to volunteer, it was pointed out that the best students for the job may be so busy getting good grades and working on extra-curricular activities that they might not want the job.

► The last objection was really more of a prediction than anything else. "I think that the parents . . . wouldn't want that burden on their children. They would feel that if there is an accident, it would be highly their fault." "I know it has been my experience so far that the parents worry enough about you driving when you are just by yourself. And when you have the responsibility of 30 other kids . . ." On the other hand, it was argued that "even though some parents might object to a lot of them, there would still be enough left over to make the law worthwhile."

Conclusion

There are many ways to approach the problem of students driving school buses; no two of the groups we surveyed viewed it the same. However, all the groups did convey the notion that they thought the idea of student drivers should be handled with caution. Every group recognized that there were very dangerous aspects to the idea, but most of them thought that these aspects could be carefully handled so that the idea could be put into practice successfully in some locations. It would thus seem that students are generally willing to take on the task, but they realize their limitations and know that they will need careful supervision and help.

chance to use student drivers. On the other hand, it was felt that if anyone who is under 21 is allowed to drive, it should be the juniors and seniors. As said by one student "I'd say that the average 16-year old that would drive a school bus *under supervision* as against the average 18-year old out of high school . . . I think you usually find that the average 16-year old would have more sense of responsibility." Finally, it was argued that high school juniors and seniors could well use this responsibility to "prepare them for later life."

► The third major objection was that stu-





Below, Elmer J. Chapman at his desk. But he spends an equal amount of professional time getting about the city of Port Huron and what he saw on those trips resulted in the patrol workshop pictured at left.

Keep The Patrols Trained

By Elmer J. Chapman

*Assistant to the Director of Instruction
Port Huron, Michigan, Public Schools*

IN Port Huron we have had a fairly good safety patrol program for a number of years. But there had been, in my opinion, a lack of feeling of responsibility among individual members of the patrol. Snowballing, wrestling, and teasing the smaller children while patrols were on the job had been altogether too common practices. This "having fun" while on duty had not caused any accidents . . . but neither had it created respect for the patrols, either in the minds of other pupils or the public in general.

Over a period of two years I talked to the Citizen's Safety and Traffic Committee of Port Huron and St. Clair county, pointing out what seemed to me to be a need for a city-wide training workshop for safety patrols. I felt that having many of the important persons in town participate in such a program would impress the patrols with the importance of doing a good job.

This school year my efforts bore fruit. The police department and the Automobile Club of Michigan agreed to cooperate. Then a committee . . . composed of myself representing schools, Sergeant Donald Sloat representing the police department, and Robert E. Lewis of the Automobile Club . . . set up an agenda, divided up the responsibilities of contacting individuals for the program and setting up the physical needs . . . and went to work.



There are 12 elementary schools in our city. From these schools to the workshop there were to come 295 safety patrols, with 12 sponsors. At one moment, transportation for this many individuals on the day of the workshop was a problem; it looked at that time as if our city bus transportation system would be discontinued permanently. But the problem was quickly solved.

While I was principal in one of the city's schools a few years ago I had noted that the safety chairman of the school PTA did not take much interest in the school patrol. Investigation proved that this condition existed in other schools of our city as well. This year, when workshop transportation proved a problem, I thought the circumstances might provide an opportunity to interest and educate parents in safety patrol work. So I called Mrs. Fred Baker, Jr., president of the PTA Council for the city, and outlined our problem. She took over the problem of transporting the youngsters to the workshop. The response from parents was wonderful. Cars were secured, mothers came to take over classrooms so patrol sponsors could attend the program; the entire program worked like a charm.

The actual workshop covered one school afternoon; it was held in the gymnasium-auditorium of the Woodrow Wilson school. Such important personages as the mayor the city, the superintendent of the schools, the chief of police, a municipal judge spoke briefly to the youngsters; our patrols also saw a film on "How Patrols Operate." After the film 12 off-duty offi-

Please turn to page 26

**safety education
data sheet no. 69**



Swings are popular playground equipment; how they are set up and maintained . . . plus pupil conduct on and around them . . . makes them safe or unsafe.

Playground Apparatus

Accident Statistics

1. Of the 31,201 school jurisdiction accidents reported to the National Safety Council for the 1953-54 school year, 26 percent occurred in connection with un-organized play activities—including the use of apparatus. The average percentage of accidents directly attributed to apparatus was 5 percent for all grades. But this figure is deceptively low, since a youngster's use of playground apparatus decreases steadily each year, with his growth of interest in games and sports—and there is almost no use of playground apparatus on the part of many high school students. Among kindergarten youngsters, whose interest in playground apparatus is high, 20 percent of all the accidents which occurred were apparatus accidents.

The Question of Apparatus

2. School authorities do not all agree on the most desirable types of playground apparatus. In fact, there are school districts which will erect no playground apparatus. Such a decision has frequently been motivated in the interest of safety; but in a large majority of the nation's school districts, school personnel feel that playground apparatus can be used safely. They

maintain that carefully selected apparatus, used under adequate supervision, can contribute to children's motor development, can aid in developing skills, and can provide a safe and effective outlet for play interests.

3. The safety of playground equipment rests on several factors, which will be discussed below: the selection of particular types of apparatus, the way it is placed on the playground, the care with which it is maintained, and the way in which youngsters use it.

Selection

4. Playground apparatus must be selected in terms of the youngsters who are to use it. Perhaps the most important single criterion is age level of the group which will use the apparatus. It is a factor not only in determining probable interest youngsters will have in a given type of apparatus, but also in determining the comparative safety with which they may use it. His size and motor development are the most important determinants of whether a youngster will be able to enjoy a particular apparatus in safety.

5. Another basis for the selection of apparatus is sex, since some types of apparatus are more popular with boys than girls. Other criteria are the use which might be made of the apparatus in the educational program, and, in view of the limited interest span of children,



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the number of ways in which a given piece of apparatus can be used safely.

6. Although there is not complete agreement on what types of apparatus are most desirable for the elementary school playground, swings, slides, and game apparatus are included in many lists as "basic" equipment. Other equipment which many consider desirable—if space permits—are climbing structures, see-saws or teeters, and multiple game areas with such equipment as basketball backboards and stanchions for net games.

7. In addition to these more or less standard types of apparatus, equipment specifically designed to stimulate and enhance creative play is becoming increasingly popular. Low platforms with steps on one side, and short sections of permanently anchored concrete pipe are examples of this new type of apparatus.

Location

8. The location of playground apparatus is a vital determinant of the safety with which the apparatus will be used. It is important that sufficient space to insure safety be left between units, and that careful planning precede the placement of apparatus. Specific criteria for placement of particular apparatus are control of traffic and accessibility.

9. The apparatus for young children should be separate from that used by older youngsters. In fact, it is felt increasingly that the entire area used by the younger children should be fenced off from the section of the playground used by intermediate and upper-elementary grade youngsters. If the playground is divided

into two areas, it is important to see that neither group has need or occasion to cross the area intended for the other. Also, within the area for one age group, children should not have to cross game courts or free play areas in order to reach the apparatus area.

10. Within the apparatus area—which should be concentrated in one well-defined part of the playground—"traffic" lines should be indicated on the playground surface to show the danger zones around each piece of apparatus.

Maintenance

11. No child can be safe on a piece of apparatus from which a screw is missing, or under which there is glass or other dangerous debris. Because of the hard and intense use to which playground apparatus is subjected, the entire area must be checked carefully and constantly. Pupil patrols and other youngsters can give valuable assistance in maintenance, once they understand the importance of reporting broken or malfunctioning equipment, and of keeping the playground surface clear of debris.

12. In addition to the checking of grounds and equipment which youngsters may accomplish, regular daily inspections of each piece of apparatus by the playground director are absolutely essential. Repairs must be made promptly, and no apparatus in need of maintenance care should be used until the necessary repairs have been made.

13. The daily inspection should include a search for loose fastenings, worn and broken parts, inspection and lubrication (if needed) of moving parts and ball-bearing connections,

Teeters are popular with primary grade children, who can and should be taught the safe way to play happily upon them. At right, two pictures show right and wrong ways to make use of the see-saw. Note also, at far right, that pinched fingers can result when the fulcrum is not enclosed.



a check and refilling of landing pits, and a check of wear around supports.

Use

14. One of the most important requirements in the safe use of playground apparatus is the restriction of activity to the general purposes for which a piece of apparatus was designed. Many playground accidents result from misuse of apparatus, attempts to perform unsuitable stunts and carry out games on climbing structures and swings, and from general roughhousing.

15. To avoid such mishaps, adequate supervision of the apparatus area is necessary at all times when youngsters are using the equipment. Many schools have found that pupil patrols, serving under the guidance of the playground director, can play a major role in this type of supervision. However—

16. Supervision alone is not sufficient to insure safety. Youngsters must be taught general safe practices for the playground and the apparatus area, as well as specific precautions in the use of individual types of apparatus. Practices to be observed in using individual types of apparatus are discussed below, in connection with each particular type. In addition these general practices should be followed throughout the apparatus area:

- (a) No roughhousing.
- (b) No games such as tag, king of the mountain, etc., to be played on or around apparatus.
- (c) No throwing of debris on the playground or on apparatus.



WHAT ABOUT SURFACING?

Companion problem to that of playground apparatus is that pertaining to the surfacing below the equipment; this matter is discussed in this data sheet when it applies to a particular piece of apparatus. However, the general subject of surfacing is too big to be adequately covered in this one data sheet; a companion safety education data sheet giving a thorough discussion to playground surfaces will follow in this series. Write the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, for information on availability of the data sheet on playground surfaces and for further information on any safety education data sheet.

- (d) No pupil removal of sand, tanbark, or other material which has been placed as a landing surface under apparatus.
- (e) No apparatus should be used when wet or ice coated.
- (f) No apparatus should be used unless a supervisor is present.
- (g) Children should use only the apparatus designed for their own age group.
- (h) Youngsters must learn to take turns in using the various units of apparatus.
- (i) Children should not enter the danger zones of apparatus when others are using it.
- (j) Only those using or waiting to use apparatus should be within the apparatus area.

Swings

17. Units of swings set at two different heights are desirable for the elementary school playground—one height for primary grade children, and another for intermediate and upper grade youngsters. (If the playground serves nursery school children as well, chair swings should be provided for this age group.)

18. Swings should be set in concrete, and it is important that the top support be absolutely horizontal. Frames, connections, and suspensions should be checked daily. If the area under the swings has an earth surface, it must be inspected for holes and raked daily. If the surface is of tanbark or similar material, it must be levelled and filled as necessary. Some localities report that substitution of the saddle (canvas) seat for wooden seats, has reduced accidents.

19. Rules to be followed on the swings are:

- (a) Sit, do not stand or kneel.
- (b) Hold on with both hands.
- (c) Do not push anyone else in a swing, and do not allow anyone to push you.
- (d) Only one person in a swing at a time.
- (e) All those using swings in a given unit should face the same way.
- (f) Come to a stop before leaving the swing.
- (g) Don't climb or play on the frames.



Safe practices on the slide include climbing steps one at a time and waiting turns, sitting up and not holding the sides as you slide down, and getting away from the foot of the slide as quickly as possible. Here a safety patrol assists in educating other boys and girls in using the equipment correctly.

Slides

20. The elementary playground should have two slides, of different heights; a six-foot slide for primary graders and an eight-foot slide for older youngsters. (Although slides up to 10 and 12 feet high are used on playgrounds, a lower maximum height is considered far safer.)

21. Slides should be set in concrete and checked carefully every day, to see that braces are firm and steps are in good condition. The bed and sides of the slide must be checked for screws, nails, and rough spots. A wood slide must be oiled frequently. A metal slide bed must be cleared of rust. A pit with sand, tanbark, or a comparable substance, should be provided at the foot of the slide, and this must be kept level, free of debris, and loose and resilient.

22. Safe practices on the slide include:

- (a) Climb the steps to the slide one at a time, and keep a safe distance behind the person ahead of you.
- (b) Be sure before starting down that the slide is clear.
- (c) Slide one person at a time, sitting up, feet first, and do not hold on to the sides as you go down.
- (d) Get away from the foot of the slide as quickly as possible.

- (e) Do not climb up the sliding surface or the frame of the slide.

Teeters

23. See-saws or teeters are popular with primary-grade children and are of value to this age group. Intermediate-grade youngsters, however, frequently attempt stunts on the teeter, and for this reason many playground directors advise against making teeters available to this older age group.

24. The fulcrum of the teeter board should be enclosed, as a protection against finger and hand injuries. Frequent checks should be made to see that attachments at the fulcrum are secure. A daily search should be made for protruding nails or screws, and for splintering or splitting of the board.

25. Children should be taught:

- (a) To sit, facing each other.
- (b) Not to stand or run on the board.
- (c) To keep feet from under the board.
- (d) To avoid bumping.
- (e) To warn their partners before dismounting.
- (f) To get off the board when it is in a horizontal position.
- (g) On letting go of the chain send it easily to the center pole; be careful not to hit the people ahead of or behind you.

Giant Stride

26. A considerable number of physical education and recreation specialists feel that the hazards connected with the giant stride outweigh its benefits and advantages. Among the school people who favor use of this type of apparatus, there is wide-spread agreement that it be used only by youngsters in the intermediate grades or above. Proper supervision is needed on this equipment; some places remove the ladders after play hours.

27. The pole to which the giant stride's chains or ropes are attached must be firmly anchored and checked daily to see that it is secure. Attachments and splices must also be checked frequently, and the ground under the apparatus must be kept level.

28. Rules for use should include:

- (a) Everyone should start at the same time.
- (b) Each person should hold firmly to one rope or chain, and to one only.
- (c) No two youngsters should attempt to hold onto the same rope or chain.
- (d) Children should not try to cross the chains.
- (e) There must be no overtaking of the

person ahead.

- (f) Youngsters should not put their feet through the rungs of the apparatus.

Climbing Structures

29. Both primary and intermediate grade youngsters have an interest in climbing, and there are several types of apparatus suitable for youngsters at various age levels. For young children, a simple structure of interconnected bars should be provided. Many feel that the area under the structure should be surfaced with a soft resilient material.

30. Daily maintenance of climbing structures should include checking of all connections, to make certain that bars will not turn; and keeping the surfacing material under the apparatus level and at least six inches deep. Particular care must be taken to see that all climbing structures (including bars, rings, and horizontal ladders) are absolutely dry before children are allowed on them.

31. The simple climbing structure of interconnected bars should be available only to kindergarten and primary grade children. The youngsters should learn the proper grip, with the thumb encircling the bar, in opposition to the fingers. They should be taught to hold on with both hands, except while moving to a new position, and overcrowding should not be permitted.

32. Horizontal ladders and bars can also be used safely by primary grade children, provided the height of the apparatus is suitable to children of this age group. Many playgrounds provide this equipment at several different heights. No child should use a horizontal ladder or bar which he is unable to reach by himself; if he must stand on a box to reach it, or be lifted, he is too small for the apparatus.

33. For safe use of horizontal bars and ladders, children must:

- (a) Know how to grip the bar.
- (b) Start at the same end of the apparatus, and move in the same direction.
- (c) Keep a safe distance behind the person ahead and watch for swinging feet.
- (d) Refrain from any kind of speed contests on the apparatus or from trying to cover large distances in a single move.
- (e) Know how to drop, landing on their feet with knees slightly bent.

34. Climbing ropes and poles are sometimes used by upper-elementary grade children, but many physical education specialists recommend



Climbing structures provide fun for boys and girls in primary and intermediate grades. Youngsters should be taught to grip bars correctly; they should not be allowed on the structures when the apparatus is wet.

their use only by youngsters of high school age and above.

Multiple-Use Play Areas

35. On many playgrounds, paved multiple-use play areas are being installed to provide and house facilities for a number of games and activities. These areas, when constructed for the use of intermediate and upper-grade youngsters, ordinarily include provisions and equipment for such diverse activities as tether ball, basketball, volleyball and other net games, horseshoes, dancing, roller skating, and circle games.

36. Multiple-use play areas are usually given a hard all-weather surface. In order to provide for as much flexibility of use as possible, permanent apparatus is held to a minimum and positioned in such a way that it will not impede other, non-related activities. The eight-foot basketball backboards, for example, are placed at the edges of the area, and frequently portable stanchions—instead of permanent posts—are used to hold nets.

37. Maintenance of the apparatus in the multiple-use play area should consist of regular inspections of supports and bases of up-rights, and of frequent re-painting of game and court markings on the area's surface.

38. The very advantages of a multiple-use

play area arrangement introduce a special safety problem. The fact that a large number of activities can be carried on within a comparatively small area means that instruction and supervision are particularly important. Care must be taken to see that the area is not being used by too many children, nor for too many different activities, at any given time.

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This data sheet prepared for us by Mary Anne Raywid and Dr. Philip Fox, Head, Department of Health and Physical Education, Wilson Teachers College, Washington, D. C.

Other Safety Education Data Sheets available are:

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|--------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|
| (1) Bicycles | (24) Places of Public Assembly | (48) Unauthorized Play Spaces |
| (2) Matches | (25) Fireworks and Blasting Caps | (49) Bathroom Hazards |
| (3) Firearms, Rev. | (26) Domestic Animals | (50) Safety in the General Metals Shop |
| (4) Toys and Play Equipment | (27) Swimming | (51) Safety in Pupil Excursions |
| (5) Falls | (28) Small Craft | (52) Highway Driving, Rules, Precautions |
| (6) Cutting Implements | (29) Play Areas | (53) Safety in the Machine Shop |
| (7) Lifting, Carrying and Lowering | (30) Winter Driving | (54) Summer Jobs: laborers, home yard, service-stations |
| (8) Poisonous Plants | (31) Night Driving | (55) Motor Vehicle SPEED |
| (9) Electric Equipment | (32) Winter Sports | (56) Welding and Cutting Safety |
| (10) Pedestrian Safety | (33) Traffic Control Devices | (57) Safety in the Auto Shop |
| (11) School Buses—Administrative Problems (Rev.) | (34) Safe Conduct in Electrical Storms | (58) Winter Walking |
| (12) Flammable Liquids in the Home | (35) Poisonous Reptiles | (59) Safety in the High School Chemistry Laboratory |
| (13) Passenger Safety in Public Carriers | (36) Motor-Driven Cycles | (60) Safety in the Farm Mechanics Shop |
| (14) Chemicals | (37) Animals in the Classroom | (61) Floors in the Home |
| (15) Hand Tools | (38) Railroad Trespassing | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (16) Nonelectric Household Equipment | (39) Bad Weather: Hazards, Precautions, Results | (63) School Bus Safety: Educating Pupil Passengers |
| (17) Sidewalk Vehicles | (40) School Parties | (64) Safety in the Graphic Arts Shop |
| (18) Camping | (41) Home Workshops | (65) Safety on Part-Time Jobs: Food Handling |
| (19) Alcohol and Traffic Accidents | (42) Horseback Riding | (66) Baby Sitting |
| (20) Cooking and Illuminating Gas | (43) Hiking and Climbing | (67) School Dramatic Productions |
| (21) Solid and Liquid Poisons | (44) Hook and Line Fishing | (68) Safety in "Do-it-yourself" |
| (22) Safety in the Gymnasium | (45) Summer Jobs—Farm | |
| (23) Laboratory Glassware | (46) Safety in the Wood Shop | |
| | (47) School Fires | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

"Children and youth are the Nation's most valuable asset. They are wholesome and eager; they possess great vigor; they are adventurous. . . ."



"We, as educational leaders . . . do hereby pledge ourselves to do all that is within our power to meet these needs of children and youth."



A Safety Charter

for Children and Youth

please turn the page

A Safety Charter for

Children and youth are the Nation's most valuable asset. They are wholesome and eager; they possess great vigor; they are adventurous. At the same time they are ingenious and mischievous. Most of all, they have faith and trust in adults whenever and wherever their safety is involved. This fact places a tremendous responsibility upon us all to provide:

I. "For every child a dwelling-place safe, . . .,"*

A Home that assures freedom to live, work and play safely; an environment with progressively reduced physical hazards; and a family program of continuous guidance that develops confidence and ability to protect one's self and others.

All children and youth need:

1. A home built, equipped, and maintained for safe living.
2. A home where there is an atmosphere of acceptance of each individual—where sympathy, understanding, love and affection promote the mental and emotional health essential to the development of desirable attitudes and practices of safe living.
3. A home where parents and children alike assume their individual responsibilities for safe behavior in all situations.
4. A home where the family practices safe living at all times.

*"Children's Charter," White House Conference on Child Health and Protection, 1930.

II. "For every child education for safety and protection against accidents to which modern conditions subject him . . .,"*

A School that recognizes ever-changing needs; progressively reduces physical hazards; and educates for safe living through instruction, example, and participation.

All children and youth need:

1. A school that provides and maintains a safe environment—buildings, grounds, equipment, supplies, machinery, heating, and lighting.
2. A school that bases its education for safe living on continuous research, local and national.
3. A school that uses a 24-hour a day accident reporting system as one factor in planning and evaluating its instruction in safe living.
4. A school where guidance, supervision, and instruction are geared to personal responsibility for one's safety and that of others, and where due emphasis is given to proper knowledge, skills, attitudes, and habits.
5. A school that provides, in all its activities, opportunities for pupils to develop the ability

The Safety Charter for Children and Youth was developed by a joint committee representing the organizations listed below. These organizations have approved the Charter. Any other organization or group of people wishing to approve or adopt it may do so.

The organizations are: American Association for Health, Physical Education and Recreation; Association for Supervision and Curriculum Development; Department of Classroom Teachers; Department of Elementary School Principals; National Association of Secondary School Principals; National Commission on Safety Education; National Council for the Social Studies (all of which are departments of the National Education Association); The Society of State Directors for Health, Physical Education and Recreation; National Safety Council.

Children and Youth

to make adjustments for safe living, both present and future.

6. A school that permits democratic participation of children and adults in planning and enforcing rules and regulations designed for safe living.

7. A school that reflects a philosophy which emphasizes educational experiences for youthful participants and which substitutes an increasing sense of personal responsibility for restrictive and supervisory measures imposed by others.

8. A school that facilitates interaction with the community for better safety.

III. "For every child a community which recognizes and plans for his needs, protects him against physical dangers, provides him with safe and wholesome places for play and recreation . . ."

A Community where all agencies and organizations, through individual and cooperative effort,

develop a program of action that meets conditions affecting the safety of youth.

All children and youth need:

1. A community that provides for the safety of its citizens.

2. A community, rural or urban, that provides for and encourages safe living on the streets and highways, on the job, in recreation, and at home.

3. A community that considers the safe route to and from school, church, playground, and other youth centers in its planning.

4. A community with adequate regulations and enforcement for traffic, transportation, building and fire safety.

5. A community that accepts its responsibility for appropriate leadership and supervision of group functions.

6. A community wherein safe and reasonable recreation programs are provided for children and youth, under adult guidance and supervision competent to assist children and youth in making appropriate social adjustments.



We, as educational leaders, recognising that conservation of life depends upon safety education of our children and recognising that every individual has the right to contribute to safe living for all Americans, do hereby pledge ourselves to do all that is within our power to meet these needs of children and youth.



By Richard Kaywood, Ed.D.
Executive Director
Santa Barbara Safety Council

PROBABLY no area of traffic safety has received as much attention from educators, psychologists, law enforcement agencies, and traffic experts as the area of attitudes. While few agree on a common definition of "attitudes," most accept the view that attitudes largely determine the difference between "safe" and "unsafe" drivers. Much effort, therefore, has gone into the preparation of attitude scales in the hope of establishing attitude patterns that will differentiate the accident prone and the accident free drivers, the traffic violator and the law-abiding citizen, the potential "good" driver and the candidate for the emergency hospital.

One of the better known attitude scales was developed by Dr. Siebrecht in his doctoral dissertation at the Center for Safety Education at New York University in 1941.¹ As in most scales, Dr. Siebrecht presented a series of statements to which the subjects responded according to whether they "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." Each one of the five possible responses are assigned point values from one to five. In scoring the scale, subjects' responses are compared with standard responses "... determined by 125 commissioners of motor vehicle departments, license examiners, and accident-free drivers of

Interpreting Attitude Scales

commercial fleets"² Although instructions on the Attitude Scale indicate that the statements have no "correct" answers, it soon becomes apparent that all the "best" answers appear on the left side of the scale. In every instance where the standard responses of experts is either "agree" or "strongly agree," these are placed on the left side of the scale and are valued at four and five points respectively. Where the standard responses are "disagree" or "strongly disagree," these likewise are placed on the left side of the scale and are valued at four and five points respectively. Thus, the subject may be encouraged to confine his answers to this side of the scale.

The standard responses total 173 points, while the total possible points, obtained by checking every five-point value on the extreme left side of the scale of 40 statements, add up to 200. Norms established for high school students range from 144 to 168; however, it appears perfectly possible according to this scoring system that individual scores may not necessarily reflect the attitudes of the subject. For example, a subject checking "strongly agree" instead of the standard response, "agree," for statement number 11, "Every driver should be required to have his car inspected twice a year," would receive one point more toward his total than the expert. It is even possible that a subject might achieve a "perfect" score of 173 and never once duplicate the standard response to a single statement. Obviously no scale can serve its intended purpose unless the method of scoring adequately expresses the true feelings of the subject.

The validity of this thesis was established in a recent pilot study conducted by an undergraduate student in a project for a course in "Safety Education and Accident Prevention" at the University of California Santa Barbara College

1. Elmer B. Siebrecht, *Measuring Driver Attitudes*, New York, Center for Safety Education, New York University, 1941.

2. Center for Safety Education, New York University, *Manual of Directions, Siebrecht Attitude Scale*, p. 3.

during the Spring semester, 1955³. A special "answer sheet" for the Siebrecht Attitude Scale was prepared, differing from the original scale only in that the same sequence of possible responses appeared for every statement, ranging left to right from "strongly agree" to "strongly disagree." Point values followed this sequence, with five points assigned in every case to "strongly agree" and down to one point to "strongly disagree." Responses of each of 50 subjects were scored according to the directions contained in the Manual mentioned earlier, and also according to the distance from the standard response. Thus, if the standard response was "strongly agree," (valued at five points), and the subject checked "agree," (valued at four points), he received one point. If he had checked "strongly disagree," (valued at one point), he received four points. In each case, the greater the distance from the standard response, the more points he received, and thus the poorer the final score. Accordingly, a higher score should accurately indicate greater disagreement with the standard responses, while a score of zero should indicate perfect agreement with the "experts," and thus the best possible attitudes. This would seem to reflect more accurately the purpose of the scale.

Interestingly enough, a comparison of the two

3. Vernon L. Ashbrook, *Scoring Attitudes, Semester course report, Health Education 105, University of California Santa Barbara College, 1955, Dr. Richard Kaywood, Instructor.*

THIRD NATIONAL CAMPUS SAFETY CONFERENCE AT M.I.T. APRIL 30-MAY 2

THE Third National Conference on Campus Safety will be held at Kresge Auditorium, Massachusetts Institute of Technology, April 30 through May 2.

A three-day program involving representatives of more than 20 institutions of higher learning from California to Massachusetts has been planned. Among the topics under discussion are "Safety Programs in an Agricultural

sets of scores for the same group of 50 cases strikingly illustrates the problems suggested above. The highest score according to the original scoring (and incidentally a "perfect" score of 173) was attained by a young woman who duplicated the standard responses in only 14 of the 40 statements. This same subject achieved a score of 38 according to the revised plan, and ranked 42 among the 50 subjects tested. A statistical comparison between the two scoring methods indicates some agreement only at the lower extreme, while a majority of cases show wide disagreement at all other areas of the scale. The coefficient or correlation proved to be $-.002$, emphasizing the lack of relationship between the two methods of scoring.

There seems little doubt that a method of scoring such as suggested here might well solve one of the perplexing problems of measuring attitudes, and might open the door to further investigation in an area which many consider the critical factor in promoting traffic safety. When properly administered, attitude scales can become a more valuable tool for the safety worker, revealing insights into attitude patterns which otherwise might remain undiscovered. Inadequate interpretation of attitude scales negates their value not only by failing to point out "problem" cases, but also by misdirecting attention to the normal. Adoption of the suggested scoring method should eliminate this difficulty and enhance the use of such scales. ●

and Technical Institute," "Fire Prevention Problems and Procedures in a Small College," "A Business Manager Looks at Safety," "Safetyguards in Handling Radioactive Materials," "Problems of Automobiles on Campus," "Effective Supervisory Training for Safety," "Laboratory Hoods, Their Design and Application," "Intramural Athletics as it Relates to Safety," and "Focus on Vision."

A dinner meeting has been planned which will combine fellowship with some practical safety.

College and university persons interested in attending the conference can receive the final program by writing to: Mark J. Dondero, Safety Engineer, Massachusetts Institute of Technology, Cambridge 39, Massachusetts.



*To make your safety education
more effective throughout life...*

Start Them Y

By Victor E. Leonard
*Principal
North Mianus School
Greenwich, Connecticut*

WANT MORE HELP?

You need not wait until next September to begin your program of kindergarten safety education. Simply turn to page 26 for your monthly kindergarten safety lesson. Teachers who have been using this kindergarten safety lesson throughout the current school year . . . as well as those of you who begin this month . . . may be interested in having all lessons on hand for future assistance. At the end of this school year the complete series will be reprinted in one pamphlet; write the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, for your copy . . . after May 1.

The Editor

WE are living in an era both complex and wonderful. It is (forgive the expression) the "Atomic Age." Birth rates are climbing to new highs annually and people are enjoying more luxuries each year. Science has made amazing progress, and our transportation and communications media are without parallel in history.

What does this do to our children? They are being raised at a time when speed and ease of travel seem to be the popular philosophy. Any teacher can attest to the challenges posed by our modern way of life. We must be the steady-ing influence . . . safety-wise . . . if we are to help our future citizens survive and enjoy life.

In the Greenwich public schools we believe each teacher has the responsibility of inculcating proper safety habits and attitudes into the minds of our children. We realize that the present day youngster is, basically, very active and curious . . . and is often possessed of the ingredient of "devil-may-care-itis." As educators, it is our job to make sure that safety is a vital and equal part of our school curriculum.

Incidental teaching, as most school people agree, is accidental teaching. It is therefore necessary that we plan our safety education pro-

These kindergarten boys and girls go on a tour of their school grounds early in the year; while on tour they learn how to be safe around the school premises.

gram carefully. Teachers must be interested and properly indoctrinated in the teacher's colleges before they can help the child become safety conscious. And when a teacher is hired by a school system, the administrator must train the teacher to be a safety advocate. Thus only will safety be practiced each school day and become an integral part of the child's life, both in and out of school.

In Greenwich we begin safety work before the child actually enters school, sponsoring an indoctrination program for mothers of prospective kindergartners. At a special session, to which mothers are invited, there are talks by the kindergarten teachers, the school nurse, guidance department officials, and the school

Young . . .



They're only five years old; but they're rightfully proud of their posters constructed in a year-round safety education program for kindergartners at North Mianus school, Greenwich, Conn.

principal. Policies, health, other requirements, all necessary information . . . is detailed. Safety is an important segment of that program because we believe that indoctrinating the parents in the fundamentals of safety education will help us to help the child to "think safety."

A booklet issued to the mother of each prospective kindergartner presents all the information a parent should have about her child's beginning school. Prepared by our staff members, the booklet is well illustrated, contains a special section on safety. The booklet reminds the child to:

- ▶ Stay on the sidewalk when walking.
- ▶ Walk facing traffic when there is no sidewalk.
- ▶ Cross streets only at corners.
- ▶ Look and be sure the way is clear **BEFORE** crossing.
- ▶ **WALK** . . . do not run . . . straight across the street.
- ▶ Walk purposefully . . . without loitering. Promptness is a valuable habit.
- ▶ Know what traffic signals mean and **OBEY** them.
- ▶ Obey safety patrol members.
- ▶ Do **NOT** accept rides from strangers.
- ▶ Handle materials and tools with care.
- ▶ Avoid pushing and tripping.
- ▶ Walk . . . rather than run . . . in the halls and on stairways.
- ▶ Be alert at **ALL** times.
- ▶ Know safest way to and from School.
- ▶ Respect others when playing.

Once the child enters school he is brought into the auditorium to be shown the meaning of traffic signals. We use a homemade device for this purpose; it was made by pupils in our industrial arts room. Next the safety adviser takes the children to the street for further instruction in crossing streets. The children meet safety patrol members in a special assembly program and hear a member of the local police department talk on the need for safe practices.

Later the teacher takes the new children on a tour of the school building. On tour they observe their school plant, are cautioned about dangers that exist for them in the building. They discover that playground equipment for their use is located near their classrooms . . . and the teacher instructs them in the proper use of the equipment.

During the kindergarten year, there are further opportunities to learn about safety. In October we stress fire prevention; the fire chief visits the school to tell of safety precautions. We will also teach safety on class trips. And the child will learn about safety on the school bus . . . how to board it, the proper "bus etiquette" to insure his safety, and the like. He will also be taught to be safety conscious when in a large group.

All this is because we believe that the early bird, taught safety, can and will grow into an individual who holds safety as one of his fundamentals for life. For the "three R's" will be wasted if we overlook the big "S" . . . for safety.



At one point those who planned this patrol workshop faced a problem on transporting almost 300 white-belted boys and their sponsors to the school-day affair. But co-operation from the PTA helped to make the program possible and effective.

Keep the Patrols Trained, *continued*

cers from the police department took over for "On-the-corner-supervision." For this part of the program the boys were divided into two groups, half of them had refreshments while the other half received patrol tutoring from the officers; when the first group returned from their nearby corners the already-fed bunch went out for their "on-the-job training."

Dividing the almost-300 patrols into two groups gave each officer a small enough group

so that some real personal instruction could be tendered. Each officer took his group of boys to a different corner near the school and actually practiced patrol work with some members of each group acting as pedestrians while others carried out patrol duties. In some groups every boy had a chance to act as the patrol boy on the job.

Compressing a great deal of information into the first half of our program in the auditorium, we had no time there for patrols to ask questions on specific problems they had encountered. But there was ample opportunity for each patrol to get an answer to his particular problem while having his on-the-corner training . . . and the officers were impressed by the number and soundness of the questions asked. (This period also gave the officers a better opinion of safety patrols in general as well as new insight into the value of the work these students do.)

As assistant to the director of instruction, in charge of elementary work in our city, I get around Port Huron a great deal. Since the workshop I have noted a decided improvement in the work of our patrols on corners. Of course, it is still not perfect; but the change in attitude of the patrols is evident . . . and significant. It is generally agreed that the workshop program was worthwhile and that it will be repeated next year. ●

Kindergarten Safety Lesson for This Month

March, 1956

Pedestrian Safety

Language

1. Help your school safety patrol.
2. Cross at corners; with the green light; when the policeman tells you to cross.
3. Get into an auto from the curb side.
4. Look in both directions and also for turning cars, before you cross the street.
5. Stop, look and listen to be sure a train isn't coming before crossing a railroad track.

Literature

It's Fun to Be Safe—

Work Period

1. Dimensional work in sand table. Constructing houses, streets, people, trees and cars. Or a large bulletin board mural.

Miscellaneous

Take a walk as a group.

Vocabulary

Jay walking
Parked cars
Left—right
Sidewalk
Street
Driveway
Alley
Railroad tracks.

Rhythms

Walking
Crossing streets

Music

1. *Children's Safety Lesson No. 1—* Lumbermen's Mutual Ins. Company.
2. *Stay Away from the Railroad Tracks* —I. Caesar
3. *When There is No Traffic Light.*

Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan

MARCH 1956

Lower Elementary

safety lesson



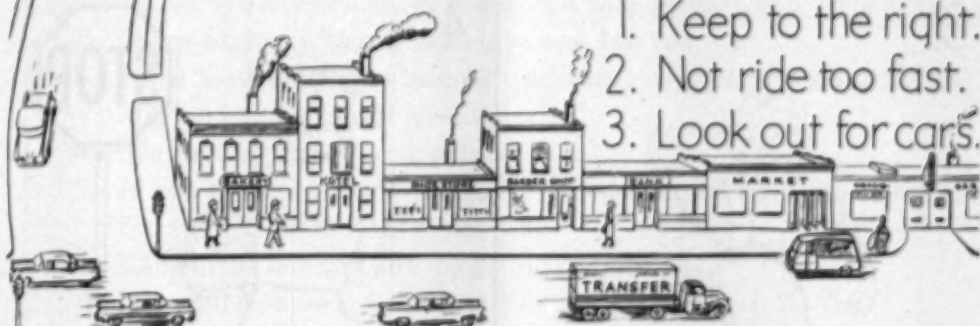
Sketch S-0512-A



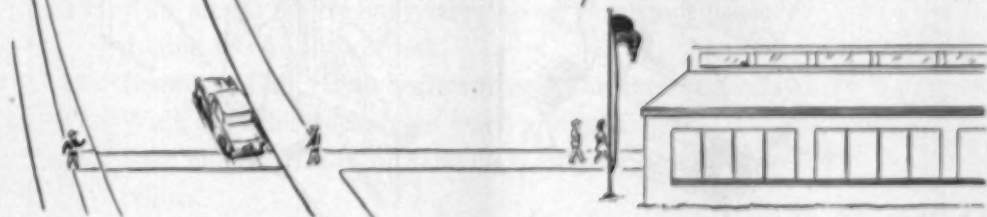
The boys will ride their bikes to school.

They will be careful to:

1. Keep to the right.
2. Not ride too fast.
3. Look out for cars.



What else can they do to be safe riders?



Draw a line to show where the boys will ride if they obey all the safety rules.

Teacher: Elicit—only one on a bike; small children ride on sidewalk, older in street on the right; ride in straight line, single file, do not weave; walk bike across intersection; obey traffic signs and signals; give pedestrians the right of way; have warning bell, light and reflectors, but young children should not ride after dark; take good care of bike, oil and repair, put away when not in use.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.





Write a rule for each picture.
 Tell why the rule is a good one.
 Make other rules and pictures about wheel toys.

Answers: 1. Only one on a bike; 2. Take off skates before crossing street; 3. Look out for pedestrians; 4. Obey traffic signs and signals.

MARCH 1956

Upper Elementary



safety lesson

Rules For Bicycle Riders



Sketch S-0512-A

Some of the following sentences are good safety rules for bicycle riders. Mark them "S".

Some of the sentences would be dangerous rules. Mark them "D".

Some of the sentences would not make any difference for safety. Mark them "0". (zero)

- ___ 1. If you are a beginner, practice in a safe place, away from traffic.
- ___ 2. Use a bicycle which is the right size for you.
- ___ 3. Have the handle bars and seat adjusted so that you are comfortable and can see well ahead.
- ___ 4. See that your bicycle is painted red.
- ___ 5. If you ride at night wear dark colored clothing to make it easier for automobile drivers to see you.
- ___ 6. Keep to the left and face oncoming traffic.
- ___ 7. Use guard clips on trouser cuffs.
- ___ 8. Observe traffic signals and signs.
- ___ 9. Be sure your bicycle has balloon tires.
- ___ 10. Ride single file on busy streets and never more than double file on any street.
- ___ 11. Look left, then right, before crossing an intersection.
- ___ 12. Walk your bicycle across busy intersections.
- ___ 13. Bike riders should take the right of way over pedestrians.
- ___ 14. Carry only passengers who are smaller than you are, on the cross bar, handle bars, or rear package carrier.
- ___ 15. Use arm-hand signals to warn motorists when you are going to turn or stop.
- ___ 16. Speed up at all street intersections.



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Answers: Bicycle riders—S 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

- ___17. Park your bicycle where it will be out of the way.
- ___18. Carry packages only if your bicycle has a carrying basket.
- ___19. Be sure the handle grips are made of plastic.
- ___20. Be careful when a dog comes near you.
- ___21. Hitch a ride only on slow moving vehicles.
- ___22. Watch out for motorists who open car doors on the street side.
- ___23. Ride in a straight line without weaving.
- ___24. For night riding, have a red light in front that can be seen 500 feet, and a white light or reflector on the rear that can be seen 300 feet.
- ___25. Stay on the roadway if you need to make repairs or adjustments.
- ___26. Keep your bicycle in perfect running condition.
- ___27. Have a horn or bell in good working condition.



Rules For Roller Skaters

Mark these rules with "S", "D", or "O", as you did the rules for bicycle riders

- ___1. When skating, fasten roller skates securely to your shoes.
- ___2. Take off your skates and walk across busy streets.
- ___3. Never oil roller skates.
- ___4. Keep your skates on while going up or down stairs.
- ___5. Never skate while carrying glass or sharp objects which might hurt you if you fall.
- ___6. Wear a hat while skating.
- ___7. Keep to the right while skating.
- ___8. Skate in the street, not on the sidewalk.



Some Things To Do

- 1. Be able to tell why you marked each sentence in the lesson as you did.
- 2. With the other members of the class, prepare a Safe Bike Rider's Code. Post this code on the bulletin board.
- 3. Ask one member of the class to bring his bicycle into the classroom and to point out the care that should be given to each part.
- 4. Form a committee to inspect the bicycles owned by pupils of the school. See pages 27-29 in *Bicycle Safety in Action*, published by the National Commission of Safety Education, National Education Association, 1201 Sixteenth Street, N.W., Washington.
- 5. Form a committee to conduct bicycle riding skill tests. See *Bicycle Safety in Action*, pages 33 to 36, for suggestions.

Junior High School

SAFETY LESSON



Sketch S-0511-A

Part-Time Work

What Does the Poster Tell?

Look at the poster picture and the title under the picture. In what kind of part-time work is the boy engaged? What two safety rules are shown in the picture?

Yes, baby sitting has become a big business and one in which junior high students earn much of their extra money. As in every other kind of business, it's the best qualified worker who gets the most job opportunities. Also, baby sitting is one of the most important jobs in that when you are a baby sitter, you are responsible for something worth more, to the people who hire you, than all the money in the United States—their child. You're responsible for the safety and well-being of that child. It's a big job and big responsibility, isn't it?

In order to be qualified to assume such responsibility, it is necessary to know some of the problems and safety rules of baby sitting.

Know Your Problems

Ask your classmates to relate some of the experiences they have had as baby sitters. Be sure that as each student relates his experience he emphasizes certain aspects he thinks are important in order to do a good job. Also, near accidents or accidents that were prevented by the sitter

should be vividly described. A class recorder should take down the major points made by each speaker so that a summary can be made for the benefit of the entire class.

Other sources of information in regard to baby-sitting problems are the hospitals and pediatricians. Find out what are some of the articles that young children have choked on or swallowed. Below is a list of the variety of things that were actually extracted from youngsters in the Children's Hospital in Los Angeles.

- | | |
|----------------------|-----------------------|
| open safety pin | popcorn hull |
| peanut | tack |
| nickel | whole bean |
| quarter | button |
| walnut | apricot seed |
| carpet tack | closed safety pin |
| screw | carrot |
| metal key can opener | peanut shell |
| penny | part of a needle |
| straight pin | dime |
| bean shell | small plane propeller |
| toothpaste cap | washer |
| bone | bobbie pin |
| metal top of | |
| Christmas ornament | |

Invite Parents

Ask four or five parents to come to your class to answer questions you may have



Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 5 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

concerning the parents' views of baby sitters. Also, this will provide a good opportunity for you to ask the parents if they can take more time in preparing needed information for a baby-sitter.

Let "Baby" Talk

Check with the kindergarten and first and second grade teachers to find out if any of their pupils have baby-sitters. Ask if three or four from each grade can come to your class and answer questions as to what they like or dislike about baby-sitters. Oftentimes valuable suggestions are received from very young children in regard to problems close to their hearts.

Formulate Your Plans

You now have information on baby-sitting from: baby-sitters, parents and "baby." Your next step is to check some professional sources to see if you've missed anything. Check the library to see what references you can find on baby-sitting. Check with your local safety council, Red Cross chapter, health department and Boy Scouts for any available information they may have.

Formulate a list of safety rules that should cover all the problems you've discovered. For example, you should have information on: how much time should be allowed for instructions from parents, what telephone numbers a sitter needs, how to check for dangerous toys, some rules on preparing meals, and many others.

Evaluate Yourself

A simple way to evaluate how much you have learned is to divide the class into five

or six groups and have each group present a "live" problem for the rest of the class to solve. The problem should be an arrangement of "furniture" (use boxes labeled "chair," "stove," etc.) and "baby" (a doll) in some dangerous situation which a good baby sitter would see at once and correct.

Have the class vote on the three problems they thought most appealing.

Follow Through

You now have a list of safety rules for baby sitters and three "live" problems. In addition, you can buy or rent a film entitled "You're In Charge" from the National Safety Council. The film dramatizes the problems and solutions of baby-sitting from the viewpoints of baby-sitters, parents and baby.

A good "eye-catcher" is to get a group of articles which children have choked on or swallowed and mount these articles on a firm cardboard with a stand to hold it so it can be set on a table. While the list of articles named in this unit may be used, a list from the local hospital would have more impact.

Using the foregoing material, plan an assembly program for the benefit of your student body and for any interested parents. Use the film, "You're In Charge" as the highlight of your program.* Also, ask the P.T.A. president if you might put on the same program at a P.T.A. meeting. This will provide you with an opportunity to let the P.T.A. know you are earnestly seeking to improve as baby-sitters. If the P.T.A. permits, a mimeographed list of students' names and phone numbers could be passed out to P.T.A. members so they could have a readily accessible list of baby sitters.

**Rental: Black and white, \$5; color, \$10. Purchase: Black and white, \$40; color, \$80. For rent or purchase, write National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois. Running time: 12½ minutes.*





Senior High School

SAFETY LESSON

Part-Time Work

PART-TIME WORK—



Sketch S-0513-A

Earning Money or
Trouble?

Most high school students want to earn money to take care of immediate needs or to save for long range goals such as getting a college education or starting a business. Whatever your reason for wanting to earn money may be, you should be certain you're earning money and not trouble. Many teen-agers undertake part-time jobs with a part-time safety attitude. This is a sure way of losing money through hospital bills, doctor bills and time off the job. No matter what part-time job you may have, it will pay bigger dividends if you study it carefully and know what safety rules to follow.

PART-TIME JOBS
CALL FOR
FULL-TIME SAFETY!

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Baby-sitting

One of the most prevalent means of earning part-time money is by baby-sitting. Fifteen to 20 years ago, baby-sitters were not very abundant—in fact, there was very little demand for baby-sitters. Today, however, it is a big business. It provides an excellent opportunity for you to earn money and to meet many different kinds of people. Also, it provides an opportunity for you to study human nature and psychology—to learn about people.

This knowledge will serve you well, for most any kind of endeavor calls for a knowledge of psychology and human relations. Baby-sitting will also give you a chance to develop a good safety attitude—to plan well and to be alert to all possible dangers. Let's look at some of the things you need to think about in order to be a successful, safe and sought-after baby-sitter.

What Are The Problems?

According to the National Office of Vital Statistics, accidents kill more children between the ages of 1 and 14 than any disease. For example, in one year the death total of children 1 to 14 years old for accidents was 10,741 and for the next most important cause of death (pneumonia) was 3,354. Many of the accidents occur in and around the home. Some of the accidents occur while a baby sitter is in charge. Let's look at a typical situation and see if you can think through each phase of your baby-sitting job.

It's Your Responsibility

Directions: Fill in the blanks with the best possible answers.

You are answering the phone and find that Mrs. Smith wishes you to take charge of her two children—ages eight months and five years—tomorrow night from 7:30 to midnight.

In answering Mrs. Smith, you should find out about (1) _____ and if she'll give you time for (2) _____.

On the following night, you arrive at Mrs. Smith's home at (3) _____ o'clock. Mrs. Smith introduces you to the children and you find out the following in regard to the eight-months-old child: (4) _____, (5) _____, (6) _____. In regard to the five-year-old, you find out: (7) _____, (8) _____, (9) _____, and (10) _____.

Before Mrs. Smith leaves, you find out if there are any (11) _____ safety instructions concerning the house, such as gas heater, fireplace, loose stair tread, and others. In addition, you ask Mrs. Smith for the following phone numbers: (12) _____, (13) _____, (14) _____, (15) _____, and (16) _____.

In getting the eight-months-old child settled for the night, you make sure the covers are (17) _____ and the baby bed has both sides (18) _____. You make certain that the bed is free of (19) _____ toys, or any toys with small parts which might be torn off. You check the nearby pieces of furniture to see if they are (20) _____. You then turn on the night light and leave the room, remembering to (21) _____ periodically.

While you were taking care of the baby, the five-year old was with you at all times.

In order to keep him content, you gave him a (22) _____ or (23) _____.

After allowing sufficient playtime, you prepare the five-year-old for bed and get him safely tucked away. Since the TV set is quite a distance from the bedrooms, you turn on your favorite program without fear of disturbing the children. You keep the volume (24) _____, however, so you can hear (25) _____. In order to make certain that the children are all right, you (26) _____ periodically.

During the evening, the front door bell rings and, after making certain the chain lock (or screen door) is fastened, you ask the visitor what he wants but do not (27) _____. After taking the message, you lock the door again.

Mrs. Smith arrives home on time and you can feel proud that you did a good job.

How Well Did You Do?

The foregoing was a simple baby-sitting experience and did not cover all the possible problems that might arise. Through class discussion, determine some of the other problem areas in baby sitting. Make a list of problems you actually faced and a list of possible solutions. After you feel that you have covered the baby sitting business from the sitter's angle, invite parents who have used baby sitters to participate in a parent-sitters panel.

After the panel, show the film "You're In Charge" which presents all viewpoints and offers concrete suggestions for safe practices. This film may be obtained from the National Safety Council in either black and white or color. Fee for rental of the film is \$5, black and white; \$10, color. Purchase price \$40 in black and white; \$80 in color.

*Suggested Answers: (1) transportation (2) instructions (3) 7:15 (4) location of
diapers (5) location of formula (6) any sickness—if so—what medicine (7) plugging
(8) food (9) bed time (10) medicine—if any (11) specific (12) where she can be
reached (13) family doctor (14) nearest Fire Department (15) nearest Police
Department (16) nearest friend (17) firmly tucked in (18) up and securely fastened
(19) small, sharp (20) out of baby's reach (21) check the baby (22) favorite toy
(23) book which you promised to read (24) low (25) if the children cry out (26)
check them (27) let him in.*

SAFETY AT SCHOOL

In all kinds of weather, the safety patrol lads do a mighty important job — helping to reduce casualties — guarding the safety of their schoolmates. Encourage their work. Equip them properly. Outfit them with Graubard's Safety Patrol Equipment (Approved by safety organizations throughout the United States). Make your selection from the complete stock carried by our company. Here are some of the many items:



All rubber raincoats, made of 100% rubber. Absolutely waterproof, available in yellow, white or black. School city, or sponsor's name on back. Good the year round.

Metal patrol badge that will lend official importance to the people on the school safety patrol. Officer's badges finished in gold color, members' in nickel. All complete with pin clasp.

Snappy eight point style gabardine caps may be had in Navy Blue, other colors on special order.

- Overseas caps
- Felt Emblems
- Patrol Buttons
- Caution Flags
- Rainwear
- Armbands
- Patrol Belts
- Rubber Footwear and the
- "Corporal Digby" Safety Sentinel

WRITE FOR OUR NEW ILLUSTRATED CATALOG

GRAUBARD'S

America's "Greatest Safety
Patrol Outfitters"

266 Mulberry St. Newark 5, N. J.



"Trucker of the year" is M. W. Denney of Dallas, who was recently selected as "most representative" Hobbs Knight of the Road for 1955, in an award program sponsored by Hobbs Trailers, a division of the Fruehauf Trailer Company, the Texas Safety Association, and the Texas public safety department's license and weight division.

Chosen from 99 drivers cited as Hobbs Knights for acts of courtesy during 1955, Denney's act of courtesy amounted to real heroism since it involved rescuing a six-year old boy from the attack of a vicious dog. Denney was on his truck route when he saw the dog knock down the child, begin to bite him; the trucker leaped from his cab, kicked and choked the dog away, carried the child to the safety of his own home . . . and went back to work. It wasn't until his concern for the child took Denney to the hospital next day to inquire about the youngster that the grateful parents learned the identity of their child's rescuer.

Above: Denney learns of his Hobbs Knight award from representatives of the three sponsoring organizations.

Carol Lane awards announced . . .

Has some woman or parents' group in your community carried on an outstanding campaign for traffic safety during the past year? Have your local PTA, your business women's association, your women's church groups—or your school principal, a teacher, or a housewife—ferreted out a specific traffic problem of importance to your community, worked on a plan to lick the problem, been a stimulating force in making the community traffic safety-conscious?

If so, the person or group may be eligible for a 1956 Carol Lane award for traffic safety, administered by the National Safety Council through grant of the Shell Oil Company.

The awards, which recognize the achievements of women in the field of traffic accident prevention, are open to American women and to women's and parents' groups. Now in their fifth year, they have revealed the important traffic safety support work being carried on by women.

First three winners in both the individual and club categories will receive a bronze sculpture and \$1,000, \$500 and \$250 savings bonds, as well as trips to Chicago for the National Safety Congress in October.

Entry requirements are:

1. Entries are to be submitted on the official entry blank.

BULL

2. If an entry is submitted for an individual by an organization or individual other than the entrant, the entrant's signature must also appear on the entry blank.
3. If a club is entered by another organization, the president of the club that is nominated must also sign the entry blank.
4. The entry blank is to be filled out in its entirety, and additional information and supporting evidence (newspaper clippings, letters, etc.) must be attached.
5. The program must be concerned with a traffic safety project that has reached maturity during the period between June 15, 1955, and June 15, 1956, although it is not necessary that the project be completed within this time. Evidence of the program's effectiveness during this period is required. The prime consideration in judging every entry will be the over-all quality of the project.
6. *Deadline* for all entries will be midnight of June 15, 1956.

For further information and official entry blanks, write Miss Alice C. Mills, Director, Women's Activities, National Safety Council, 425 North Michigan Avenue, Chicago, Ill.

"Parky" and "Smokey" puppets added . . .

Safe-"T"-Buttons and Doodles, the two puppet characters who bring safety to life for Los Angeles grade school youngsters (*SAFETY EDUCATION Magazine*, January, 1956) have been joined by two more puppet characters.

First, there is "Parky," a tidy kangaroo who was originated and developed by the Los Angeles City and County Parks and Recreation Department. Parky is a puppet who emphasizes keeping public places clean and picked up, carries a stick with which he picks up paper and refuse and places it in his pouch. Clever and attractive, Parky is now being used in school safety shows along with Safe-"T"-Buttons and Doodles to "stress the relationship between litter and the danger it causes to health and personal safety, as well as making parks, playgrounds and

ETINGS AWARDS AND INSTITUTES

roadsides unsightly," according to Mrs. Marion Bartoo, creator of Safe-"T"-Buttons and Doodles.

Parkys have been adopted by over 250 cities and towns all over the United States, Canada and in some foreign countries. With "Smokey, the Bear," whose use stresses the forest fire problem, he has succeeded in training by entertaining Los Angeles children about two important dangerous areas of activity.

Incidentally, Smokey the Bear will be the subject of a group of films for theater and television viewing which are planned by the U. S. Forestry Department.

students plead for safe holiday driving . . .

Attempting to impress upon students the importance of driving safely over the holidays, the Santa Barbara High School Traffic Safety Committee brought a wrecked car to the high school.

The wrecked car was furnished by a local auto wrecking company, was draped with the sign, "Turn over a new leaf, not your car!"

The Traffic Safety Committee at Santa Barbara High School works closely with the local safety council, has engaged in many other traffic safety projects.

school bus drivers join NSC . . .

Effective February 1, 1956, the 6,000 school bus drivers in the state of Indiana will begin utilizing the Complete Motor Transportation service of the National Safety Council. Under this service, these drivers will be eligible for the Council's safe driving award, "the nation's highest award for professional safe driving performance." Each driver will also receive a driver letter and driver magazine each month.

effective school bus supervision . . .

"Safe driving means different things to different people. . .

"The first requirement in safety supervision, as in the supervision of any other human activity, is to arrive at a clear understanding between the driver and the supervisor as to what

Mrs. C. W. Phalen, wife of the Chairman of the Board of Directors of the National Safety Council, died January 25. Mr. Phalen, president of the Michigan Bell Telephone Company, has been a Board member since 1951, and was elected chairman at the Annual Council Meeting last October.

Maj. Gen. George C. Stewart, executive vice president of the National Safety Council, has sent condolences to Mr. Phalen for the Council staff.

is meant by safe driving. If the driver has only a foggy notion of what is expected of him in the way of safe driving, he will have difficulty in delivering the standard of performance desired. Likewise, if the supervisor has only a general idea of what standard of safety performance he has a right to expect of his driver, he will have difficulty in spotting and correcting driving weaknesses."

The preceding quotation was from the second issue of the *School Bus Supervisor*, a new National Safety Council publication issued by the Motor Transportation Section, NSC. The publication is full of informative, important material on safe bus driving, analyses of school bus accidents, standards for bus drivers, and is aimed at all those administrators and supervisors who are directly responsible for school bus operation in their areas.

Copies of the magazine have been sent to every state department of education. Those interested may obtain a copy from their state department of education.

the safest school bus driver . . .

A year-long contest to find the nation's safest school bus driver will be conducted this year by the Oneida Products Corp., Canastota, N. Y.,

sales vice president G. W. Trout has announced.

Grand prize will be a \$500 U. S. savings bond for the winning driver and a free bus for the school or school board he represents. More than 100 awards will be given to state and national finalists in the contest.

All school bus drivers are eligible for the contest. Entry blanks may be obtained by writing *Safety Awards*, Box 186, Canastota, New York.

money to train police . . .

The Kemper Foundation for Traffic Safety has presented a check for \$15,400 to the Traffic Institute of Northwestern University, Evanston, Ill., for police traffic training.

These funds will be used by the Institute in 1956 to administer its training program and to provide extension assistance to graduates and their departments. Since 1936, the Kemper Foundation has provided nearly half a million dollars to the Traffic Institute for police officer training. Most of these funds have been made available to police as fellowships and scholarships for the Institute's nine-month Kemper Course in Traffic Police Administration.

The Kemper Foundation is sponsored by the



"No, no, the one on safety right next to it."

Lumbermens Mutual Casualty Company and the American Motorists Insurance Company.

fire safety stressed at institute . . .

The tenth annual student-attended High School Safety Institute, held in Cincinnati, Ohio, on November 19, brought about some real help for school administrators who want to stress safety in new and interesting ways to their students.

The program of last year's meeting was centered around fire safety, with key talks being on home and fire safety: How Can Teen-Agers Promote Safety in the Home? The Student's Part in Fire Safety; Creating Attitudes for Safety; and a House of Hazards demonstration on fire safety in the home. Other talks featured traffic and recreation safety aimed at teen-agers.

our error . . .

In the December, 1955, issue of *SAFETY EDUCATION Magazine*, it was erroneously stated that Ivan Eland, new member of the staff of the School and College Division, NSC, had been the first president of the Iowa Driver Education Association. The error was due to a false interpretation of correct material received from Mr. Eland.

Mr. Hubert A. Sargent, instructor in driver education at East High School, Des Moines, Iowa, was the first president of the Iowa Driver Education Association when it was organized in the spring of 1950.

The BOND PORTABLE PARKING BOARD

is used and recommended by numerous schools. It is



an interest arousing device, designed to compel concentration and the undivided attention of the class on the exacting operations necessary to the control of an automobile—to teach the various steps or sequences of parking in a manner which is as close as possible to actual experience.

The Bond Portable Parking Board consists of

- 1 A folding metal carrying case
- 2 Fibra material are supplied with each Parking Board Unit
Chart #1 For parallel and angle parking, parking up and downhill
Chart #2 Covers all operations at street intersections
Chart #3 Illustrates traffic lanes
- 3 Three working model cars with magnets to operate the cars in a vertical position during the demonstration. All three cars are 8"x3"—one is a driving car with an adjustable steering wheel to permit actual parking maneuvers. All cars to scale— $\frac{1}{2}$ " equals 1'.

BOND SAFETY PROJECTS

Room 127, 542 Calle Santa Rosa Palm Springs, Calif.

Views AND REVIEWS

SAFETY FILMS

Young American Films, Inc. has released two series of 35mm filmstrips for upper elementary and high school levels. The *Senior Safety Series* contains seven filmstrips in color covering safety in the home, at school, on the streets, and recreation. The *Junior Safety Series* contains six filmstrips in color covering the same situations. These filmstrips are available for purchase only from Young American Films, Inc. They may be obtained as sets or individually. They are described here individually:

Making Our Streets Safe (Senior Safety Series). 41 frames. Produced in 1955.

Pointing out that all who share streets also share responsibility for making them safe, the filmstrip discusses safety rules for pedestrians, cyclists and motorists on city streets.

Making Your Home Safe (Senior Safety Series) 43 frames. Produced in 1955.

Filmstrip deals with safety problems of the home and gives special attention to such areas as the kitchen, living room and dining room, bedrooms, bathrooms, attics, and basements. Emphasis is on safe attitude.

Preventing and Controlling Fire (Senior Safety Series) 41 frames. Produced in 1955.

Discusses general rules for elimination of fire hazards (with special reference to the home), and what to do in case of fire. Emphasis on fire prevention.

Safety Behind the Wheel (Senior Safety Series) 41 frames. Produced in 1955.

Explains responsibilities of automobile driver for preventing accidents, stressing attitude as keynote of street and highway safety. Included are general principles for signaling, rules of road, acquisition of basic skills, courtesy, and use of good judgment.

Safety in Shops and Labs (Senior Safety Series) 44 frames. Produced in 1955.

Principles of safety illustrated and explained as they apply to various shop and lab situations in school—industrial arts, home economics lab, and science lab. Orderliness, cleanliness, timing, proper dress, protective devices, procedure, safe equipment and tools, alertness are some points emphasized.

Safety in Sports and Recreation (Senior Safety Series) 36 frames. Produced in 1955.

General principles applying to most recreational activities—rules, basic skills, care against over-exertion, protective equipment, recreational areas, and special precautions for fire-arms.

Safety in the Water (Senior Safety Series) 42 frames. Produced in 1955.

Safety problems in and near water. Discusses rules for swimmers, precautions in boating, and rescue procedures.

Home Safety (Junior Safety Series) 36 frames. Produced in 1955.

Demonstrates and explains common safety problems in kitchen, living room, bathroom, stairs and other locations within home. In event of accident, certain rules are given regarding

LET'S DRIVE RIGHT

by
Maxwell Halsey

Here's a text written expressly for high-school driver-education courses by an eminent authority on traffic safety. LET'S DRIVE RIGHT focuses on *safety*, working toward the development of responsible attitudes and good judgment in young drivers. It's filled with lively drawings, photographs, and diagrams—and interesting, readable content. Objective tests for LET'S DRIVE RIGHT available now.

"Reaction Time" chart free on request. Just ask for #427.

**SCOTT, FORESMAN
AND COMPANY**

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Palo Alto New York 10

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Visual Testing Unit:** Booklet describes and illustrates a new and portable visual testing unit for schools that quickly and accurately detects muscle imbalance and suppression in children's eyes. This completely streamlined unit is light, compact and extremely accurate according to the manufacturer. It eliminates the use of special Maddox glasses and can be used under normal room light conditions. The Good-Lite Co., 7638 W. Madison St., Forest Park, Ill.
2. **"Utility Trucks for Schools":** The complete line of janitor carts, platform trucks, custodial trucks and piano carriers used in school maintenance is illustrated and described in this 24-page booklet. The Paul O. Young Co., Line Lexington, Pa.
3. **Allied Catalog No. 150:** The full line of radio, television and electronics parts and equipment for use in schools, laboratories and shops is covered in this 324 page catalog. The greatly expanded section on training kits, recording and test equipment, books, diagrams, parts and tubes and other equipment for radio and electronics is of special interest to schools and colleges. Allied Radio Corp., 100 N. Western Ave., Chicago 80, Ill.
4. **School Furniture:** The new Trim Line of school furniture is described and illustrated in this catalog. Also included is information on the standard tapered line on auditorium chairs made by the company. Heywood-Wakefield Co., Gardner, Mass.
5. **Vacuset Cleaning System:** Installation charts and specification data on this complete cleaning method are given in Bulletin No. 155-B, which illustrates how dust mops up to 48 inches are cleaned by passing them over a vacuum slot flush with the floor. How erasers, hand dusters and other cleaning equipment are freed from dust and dirt which goes directly to the basement is discussed. The Spencer Turbine Co., Hartford 6, Conn.
6. **"The Care and Cleaning of Athletic Uniforms":** Which contains a special chapter on football jerseys is available from the Public Relations Department, Rawlings Sporting Goods Co., 2300 Delmar St., St. Louis 3, Mo.

SAFETY EDUCATION

MARCH 1956

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6

Name

Title

Address

City

State

Safety Education for March, 1956 • 40

calling doctor, police and/or fire department, plus warning others in case of fire.

Playing Safely (Junior Safety Series) 36 frames. Produced in 1955.

Discusses use of special equipment for safety, when needed; use of supervised play areas, teaming with others for safety. Stress is on such principles as playing by rules, keeping your head, avoiding dangerous places, knowing how to swim, using care with dangerous playthings.

Safety at Christmas (Junior Safety Series) 34 frames. Produced in 1955.

Special filmstrip for Christmas holidays covering many of the special safety problems that arise during that time. Fire, falls, toys, Christmas trees are among the many hazards discussed.

Safety On the Bicycle (Junior Safety Series) 36 frames. Produced in 1955.

All bicycle safety begins with the rider; filmstrip illustrates and explains basic rules of safety, such as mechanical maintenance, traffic rules and regulations for bicycles on streets and highways, special precautions when riding at night, etc.

School Bus Safety (Junior Safety Series) 36 frames. Produced in 1955.

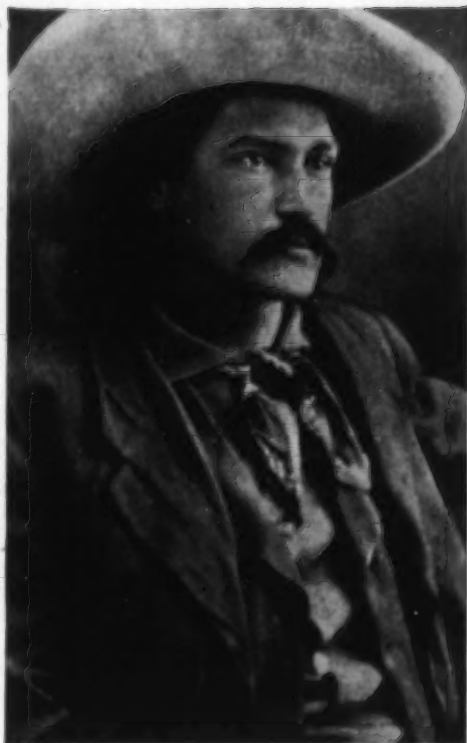
Stressing that safety precautions built into school bus can be undone unless rider takes own safety seriously, filmstrip discusses such rules as: wait for bus off roadway, enter and take seat promptly, keep head and arms inside bus, and others.

Street Safety (Junior Safety Series) 33 frames. Produced in 1955.

Illustrates and discusses pedestrian safety on city and suburban streets. Stresses four basic safety rules: (1) cross only at designated cross walks, (2) always obey traffic policeman and traffic lights, (3) always look both ways before crossing, and (4) always be alert.

Information on the price of these filmstrips should be obtained from Young America Films, Inc., 18 E. 41st Street, New York 17, N. Y.

For information on other current safety films, for use at either the elementary or secondary school level, write Nancy Blitzen, Film Consultant, National Safety Council. Single free copies of the December quarterly supplement to the *National Directory of Safety Films* are also now available.



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His calling card had claws on it



LUTHER KELLY lied about his age and got into the army at 15. They sent him West in 1865, and he stayed.

He liked the wilderness. Game abounded. In Trappers' Lake, "trout were so thick they obscured the bottom."

Hostile Indians were also pretty thick. But when two tried ambushing him, he killed both with his Henry .44.

He learned Sioux and sign language, read Shakespeare and Scott.

One day, he visited General Miles, sending a huge fierce-clawed bear's paw to Miles' tent as his calling card. Miles made him chief army scout against the Sioux.

But by 1885, the country was taming down, and Yellowstone Kelly left it.

Two decades later, Teddy Roosevelt praised the heroic treasurer of Sarigao in the Philippines who saved the town from outlaws. Name: Luther S. Kelly.

Yellowstone Kelly's body now rests at Kelly Mountain in Montana. But his restless, pioneering spirit lives on in today's America. For it is the trail-blazing courage of 165 million people that makes America great, and that provides the real strength behind one of the world's finest investments: our country's Savings Bonds.

Why not guard your security with this strength? Invest in U. S. Series E Savings Bonds. And hold on to them!

Develop the building blocks
safety attitudes in your high
school and post-high school
age students.

3 new

SAFETY EDUCATION FILMS

Covering major safety problems of the high school age group, and featuring 'teen age' actors in 'teen age' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching; striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.



SIX MURDEROUS BELIEFS

Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

NOONTIME NONSENSE

Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

YOU'RE IN CHARGE

A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

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COLOR**

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price each
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\$80.00

Complete set
(all 3 films)
\$110.00
\$220.00

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\$5.00
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